

**The Nature of Learning to Nurse Through
Clinical Practice Experience for International
Culturally and Linguistically Different Students
in Sydney, Australia: An Interpretive
Description.**

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Certificate of Authorship/Originality

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

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I declare that I have received editorial assistance in the preparation of this thesis.

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List of Abbreviations

ABS	Australian Bureau of Statistics
AEI	Australian Education International
AHPRA	Australian Health Practitioners Regulation Agency
AIDS	Acquired Immune Deficiency Syndrome
ANMAC	Australian Nurses and Midwives Accreditation Council
ANMC	Australian Nursing & Midwifery Council
BN	Bachelor of Nursing
CALD	Culturally and Linguistically Different
CINAHL	Cumulative Index to Nursing and Allied Health
CLEI	Clinical Learning Environment Inventory
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DEEWR	Department of Education, Employment & Workplace Relations
ELP	English Language Proficiency
ESL	English as a Second Language
ESOS	Education Services for Over Seas Students
GPA	Grade Point Average
ICALD	International Culturally and Linguistically Different
ICN	International Council of Nursing
ICVF	Integrated Competing Values Framework
IELTS	International English Language Testing System
NHMRC	National Health and Medical Research Council
NMBA	Nursing and Midwifery Board of Australia
NSW	New South Wales
NESB	Non English Speaking Background

OECD	Organisation for Economic Co-operation & Development
Son	School of Nursing & Midwifery
STTI	The Sigma Theta Tau International
TALES	Teaching and Learning Enhancement Scheme
TCN	Transcultural Nursing
TEQSA	Tertiary Education Quality and Standards Agency
TOEFL	Test of English as a Foreign Language
UK	United Kingdom
UN	United Nations
USA	United States of America
UTS	University of Technology, Sydney
UWS	University of Western Sydney
VET	Vocational Education and Training
WHO	World Health Organization

Abstract

Nursing in Australia is a practice based discipline that is governed and structured by national authorities that aim to maintain safe, effective and professional standards of care for the population. These standards reflect the notion of care, the role of the nurse, and the language of nursing as it is constructed in the Australian social culture. Undergraduate nursing courses are expected to prepare students to meet the professional and social expectations of the Australian nurse, so that they are prepared for graduate practice. These courses rely on the clinical practice learning experience to socialize students into the profession as well as integrate theory with practice. International culturally and linguistically different students (ICALD) who come to Australia to study nursing have been found to experience difficulty with learning to nurse in the clinical environment.

Through the method of interpretive description, this study presents a comprehensive understanding of learning to nurse in the clinical environments of Sydney, Australia, for international students who come from countries where their language and culture is not western. The findings reveal the complexity of the nature of learning that often remains hidden to clinical educators and facilitators. ICALD students' motivation to learn to nurse is underpinned by cultural pressure and personal circumstance that sustained them for the three years of the degree. The participants in this study came to Australia with very little knowledge of the culture or the population, armed with a learner level of English that was inadequate for full engagement in the clinical environment. Their ideas about nursing were constructed by their own experience and culture and therefore varied from the Australian ideal; therefore having 'to do' nursing as it is constructed here, often placed participants in moral peril and at risk of damaged reputations. The participants also felt that they were different to the Australian nurses they worked with, which affected their socialisation into the role. Despite these issues, the participants took ownership of their clinical learning experience and sought to become Australian nurses.

The doctoral portfolio completing this thesis provides an examination of current and pertinent policy that influences the education of nurses and has informed the actions undertaken to address clinical learning issues. The ICALD student should be seen as a

student of cultural literacy, for the wider Australian society and for the nursing profession, and the clinical learning environment as a space for language learning.